



## BRUNSON-DARGAN ELEMENTARY

400 Wells Street  
Darlington, South Carolina

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	292 Students	
<b>Principal</b>	Ada O. Harper	843-398-2533
<b>Superintendent</b>	Dr. Rainey Knight	843-398-5200
<b>Board Chair</b>	Connell Delaine	843-332-2852

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Below Average</b>
2009	Below Average	Average
2008	At-Risk	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

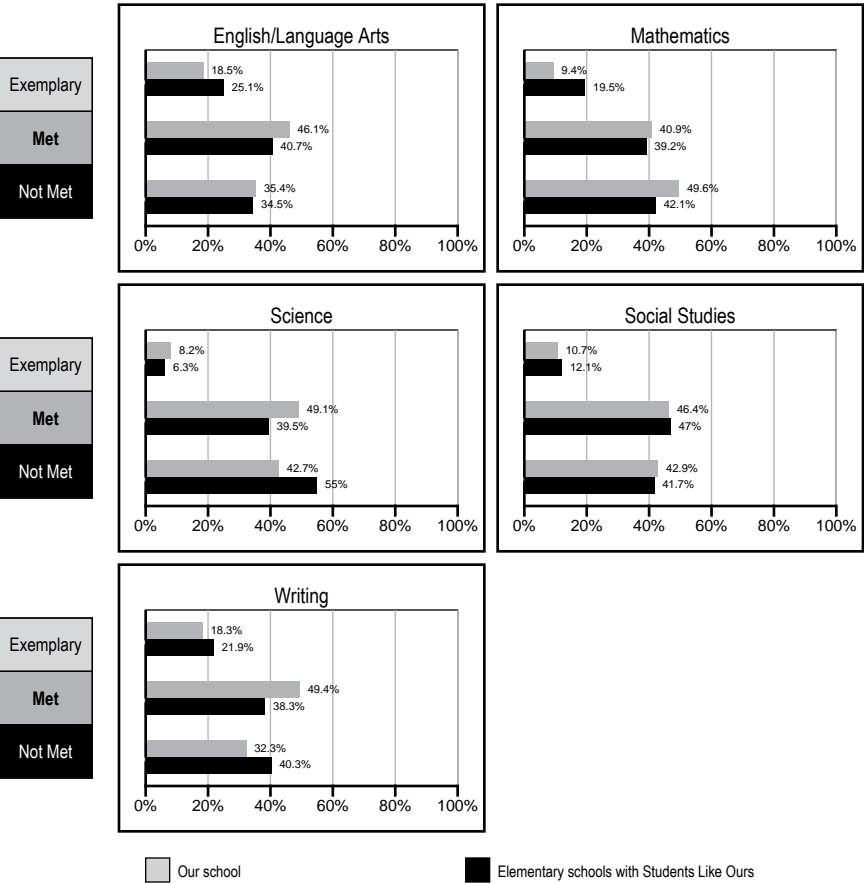
97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	86	58	23

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=292)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	1.5%	1.2%
Attendance rate	95.1%	Down from 95.3%	95.9%	96.1%
Eligible for gifted and talented	1.3%	No Change	4.6%	11.7%
With disabilities other than speech	19.2%	Down from 20.5%	8.4%	8.0%
Older than usual for grade	1.7%	Down from 2.7%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.0%	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	66.7%	Up from 63.6%	60.0%	60.5%
Continuing contract teachers	75.0%	Up from 72.7%	79.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 4.8%	0.0%	0.0%
Teachers returning from previous year	73.7%	Up from 72.0%	83.5%	87.0%
Teacher attendance rate	95.5%	Down from 96.4%	95.4%	95.4%
Average teacher salary*	\$46,046	Down 0.5%	\$45,509	\$47,288
Professional development days/teacher	15.0 days	Up from 12.1 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 23.5 to 1	17.2 to 1	19.2 to 1
Prime instructional time	88.6%	Down from 90.9%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.0%	Up from 59.5%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,798	Down 11.5%	\$8,670	\$7,548
Percent of expenditures for instruction**	55.3%	Down from 61.4%	68.1%	68.7%
Percent of expenditures for teacher salaries**	52.6%	Down from 58.5%	62.4%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Report of Principal and School Improvement Council

Brunson-Dargan Elementary School (BDE) serves 300 students from grade three to five in the heart of Darlington, South Carolina.

At the beginning of the school year, BDE became more departmentalized—one teacher per subject area. Further departmentalization placed renewed emphasis on each core subject area. As a result, teachers planned instruction and assessments during weekly vertical-planning teams, sharing their knowledge to meet the diverse needs of our students. Data was used to make more valid instructional decisions. BDE teachers continued to challenge students with research-based best practices such as the Balanced Literacy Model, computer-assisted instruction in reading and math (Compass Learning Odyssey), including SOAR to Reading Success and small group mathematics instruction. The science lab was used weekly by all grade levels for hands-on science lessons. Learning Wizards and Power Up were developed to focus on students with specific learning needs.

Professional development focused on increasing rigor in classroom instruction, developing literacy work centers, improving writing instruction, managing independent reading, and increasing hands-on math instruction. Through the Teacher Advancement Program (TAP), master teachers provided teachers with weekly professional development in researched-based strategies.

Improvements were also made this year in student life and character education. Student clubs and organizations, such as Student Council, Physical Education Club, BDE Chorus, Science Club, Art Club, Photography Club, Yearbook Staff, and Book Club were implemented to motivate students and improve self-concept. Positive Behavior Interventions and Support (PBIS) and the guidance department implemented a school-wide anti-bullying campaign. Quarterly awards celebrations, the BDE Science Fair, and the Social Studies Jeopardy Tournament were held to showcase the academic achievements of our students.

BDE continues to improve its relationship with the Darlington community through business and faith-based partnerships, the Parent/Teacher/Community Organization, School Improvement Council, and Student Council. More activities and partnerships are in progress for the 2010-2011 school year.

As we plan for the 2010-11 school year, the faculty and staff of Brunson-Dargan Elementary School remain focused and committed to providing a high-quality educational program, so that all of our students will have the opportunity to make their dreams become a reality.

Ada O. Harper, Principal  
Kimberly Gattison, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	76	47
Percent satisfied with learning environment	77.8%	76.0%	76.6%
Percent satisfied with social and physical environment	94.4%	77.0%	73.9%
Percent satisfied with school-home relations	61.1%	85.3%	78.3%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A—Not Applicable   N/AV—Not Available   N/C—Not Collected   N/R—Not Reported   I/S—Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	289	99.7	34	45	21	79	79.8	83.5	Yes	Yes
Gender										
Male	147	100	38.3	40.6	21.1	78.2	76.4	80.1	N/A	N/A
Female	142	99.3	29.5	49.6	20.9	79.8	83.3	87	N/A	N/A
Racial/Ethnic Group										
White	74	98.7	36.1	36.1	27.9	80.3	87.6	89.6	Yes	Yes
African American	212	100	33.2	47.7	19.1	78.4	74	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.3	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.6	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	60	100	70.4	14.8	14.8	48.1	50.5	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	78.8	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	257	99.6	34.3	45.9	19.7	79	75.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	289	99.7	47.7	40.5	11.8	69.1	77.1	80.4	Yes	Yes
Gender										
Male	147	100	45.9	40.6	13.5	69.9	75.2	78.4	N/A	N/A
Female	142	99.3	49.6	40.3	10.1	68.2	79	82.5	N/A	N/A
Racial/Ethnic Group										
White	74	98.7	37.7	42.6	19.7	73.8	85.8	87.8	Yes	Yes
African American	212	100	51.3	39.2	9.5	67.3	70.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.3	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.1	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	60	100	74.1	13	13	35.2	43.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	257	99.6	48.5	38.6	12.9	67.4	72	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	195	99	42.2	49.1	8.7	57.8	64.5	67.3
Gender								
Male	100	99	41.4	44.8	13.8	58.6	63.5	66.9
Female	95	99	43	53.5	3.5	57	65.6	67.7
Racial/Ethnic Group								
White	45	100	42.9	42.9	14.3	57.1	79.2	79.6
African American	147	98.6	42.6	50.7	6.6	57.4	53.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.8	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.3	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	39	94.9	71	22.6	6.5	29	31.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66	58.6
Socio-Economic Status								
Subsidized meals	175	98.9	41.9	49	9	58.1	56.5	55.4

Social Studies

All Students	190	98.4	42.4	45.9	11.6	57.6	69.5	70.9
Gender								
Male	99	98	40	43.3	16.7	60	68.6	70.1
Female	91	98.9	45.1	48.8	6.1	54.9	70.5	71.7
Racial/Ethnic Group								
White	52	98.1	39.5	41.9	18.6	60.5	79.7	79.2
African American	136	98.5	44.1	46.5	9.4	55.9	62.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	68.2	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	39	92.3	75	18.8	6.3	25	38.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	67.5	68
Socio-Economic Status								
Subsidized meals	169	98.2	45.5	42.9	11.7	54.5	63.5	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	288	96.2	32	49.6	18.4	68	65.2	72.1	95.1	95.5
Gender										
Male	146	94.5	39.8	44.5	15.6	60.2	58.3	65.2	94.9	95.2
Female	142	97.9	24.2	54.7	21.1	75.8	72.4	79.2	95.3	95.8
Racial/Ethnic Group										
White	75	96	29.5	41	29.5	70.5	76.2	80.8	93.6	94.9
African American	209	96.2	33.3	52.6	14.1	66.7	57.1	59.7	95.5	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	N/A	96.7
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.6	64.6	98.8	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	97.2	94.7
Disability Status										
Disabled	57	82.5	N/AV	N/AV	N/AV	23.8	20.5	27.7	93.3	94.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	98.1
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	61.8	63.7	98.8	97.1
Socio-Economic Status										
Subsidized meals	257	95.7	33	49.8	17.2	67	58.3	61.9	95	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	108	100	25.5	44.7	29.8	74.5
	4	119	99.2	39.3	37.4	23.4	60.7
	5	80	100	32.4	48.6	18.9	67.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	80	98.8	20	50	30	80
	4	97	100	39.8	45.5	14.8	60.2
	5	112	100	38.5	41.3	20.2	61.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	108	99.1	37.6	46.2	16.1	62.4
	4	118	100	40.2	51.4	8.4	59.8
	5	80	100	40.5	44.6	14.9	59.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	80	98.8	34.3	47.1	18.6	65.7
	4	97	100	37.5	51.1	11.4	62.5
	5	112	100	65.4	26.9	7.7	34.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	56	100	40.8	44.9	14.3	59.2
	4	116	100	46.2	48.1	5.7	53.8
	5	41	100	23.7	71.1	5.3	76.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	43	100	50	36.8	13.2	50
	4	96	100	39.1	51.7	9.2	60.9
	5	56	96.4	41.7	54.2	4.2	58.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	54	98.2	44.7	44.7	10.6	55.3
	4	116	100	34.9	60.4	4.7	65.1
	5	39	100	55.6	30.6	13.9	44.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	37	100	33.3	51.5	15.2	66.7
	4	97	100	33	52.3	14.8	67
	5	56	94.6	64.7	31.4	3.9	35.3
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	107	94.4	42	30.7	27.3	58
	4	114	94.7	48.1	37.5	14.4	51.9
	5	79	98.7	20.5	60.3	19.2	79.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	79	96.2	23.2	50.7	26.1	76.8
	4	97	96.9	40.2	46	13.8	59.8
	5	112	95.5	31	52	17	69
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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